

OXFORD

# Oxford Discover

2nd edition

## Writing & Spelling

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Tamzin Thompson

ir language  
مراجعة زبان ایران

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# Oxford Discover

2nd edition

## Writing & Spelling

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Tamzin Thompson



این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر بر خط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگرد خواهد شد.



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## Writing

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# Spelling Master Class

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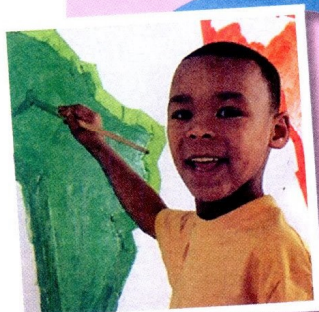




# Write about your friends

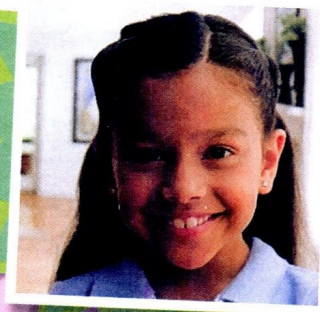
## Read

- A** Look at the photos. Can you see Emma?  
How many friends does she have? Now read.

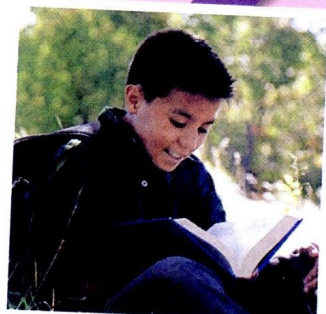


I'm Emma. These are my friends.

This is Ben. He paints good pictures. We share our paint and paintbrushes.

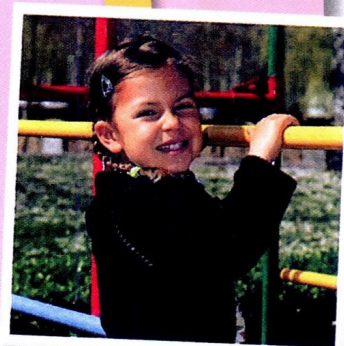


This is Carla. She climbs trees. We play together in the park.



This is Lucas. He's my brother and my friend! Lucas reads a lot. He helps me with my homework.

I have fun with my friends every day.



## Understand

- B** Look at the text in **A**. Which friend does what? Complete the red and blue boxes with the highlighted words in **A**.

1	<input type="text"/>	climbs trees	plays with Emma
2	Lucas	<input type="text"/>	helps Emma
3	Ben	<input type="text"/>	shares with Emma

- C** Think about Emma's friends. How are they different?



# Think

- D** Think about your friends. Make a list of your good friends.

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## **E** Writing Focus Capital Letters for Names

The first letter of a name is a **capital letter**.

**E**mma

Look at your list in **D**. Do the names start with capital letters?

# Plan

- F** Choose two of your friends from **D**. Complete the diagram.

- 1 What are their names? Write in the red boxes.
- 2 What do they do? Write in the blue boxes.
- 3 How are they good friends to you? Write in the green boxes.

```
graph TD; A[My friends] --> B1[Red box]; A --> B2[Red box]; B1 --> C1[Blue box]; B1 --> C2[Blue box]; B2 --> C3[Blue box]; B2 --> C4[Blue box]; C1 --> D1[Green box]; C1 --> D2[Green box]; C1 --> D3[Green box]; C2 --> D4[Green box]; C2 --> D5[Green box]; C2 --> D6[Green box]; C3 --> D7[Green box]; C3 --> D8[Green box]; C3 --> D9[Green box]; C4 --> D10[Green box]; C4 --> D11[Green box]; C4 --> D12[Green box];
```



# Write Your First Draft

**G** Now write about your friends. Use your work in **D**, **E**, and **F** to help you. Draw or glue pictures.

I'm \_\_\_\_\_. These are my friends.

This is \_\_\_\_\_. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



This is \_\_\_\_\_. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Edit

- H** Read your writing and check.

Check your spelling.



Circle any mistakes.



- I** Read and check (✓) or cross (X).



Did you write about two of your friends?



Did you write capital letters for their names?



## Write Your Final Draft

- J** Correct your mistakes. Now write your text again on a big piece of paper. Draw or glue pictures of your friends. With your classmates, make a display with the heading "Our friends."







# Write about your favorite picture

## Read

- A** Look at the title. What is the text about?  
Now read.



### My favorite pictures

I'm Soo Yun. These are my favorite pictures.



This is a picture of the sky. The moon and stars are yellow, orange, and white. There are some white clouds, too. It's a great picture.

This is a picture of the ocean. There are two gray dolphins and many colorful fish. You can see two turtles, too. It's a beautiful picture.



## Understand

- B** Complete the sentences with the highlighted words in **A**.
- 1 You can see some white \_\_\_\_\_ clouds \_\_\_\_\_ in Picture A.
  - 2 You can see the blue \_\_\_\_\_ in Picture B.
  - 3 You can see two gray \_\_\_\_\_ in Picture B.
- C** Think about Soo Yun's pictures. Which is your favorite? Why?



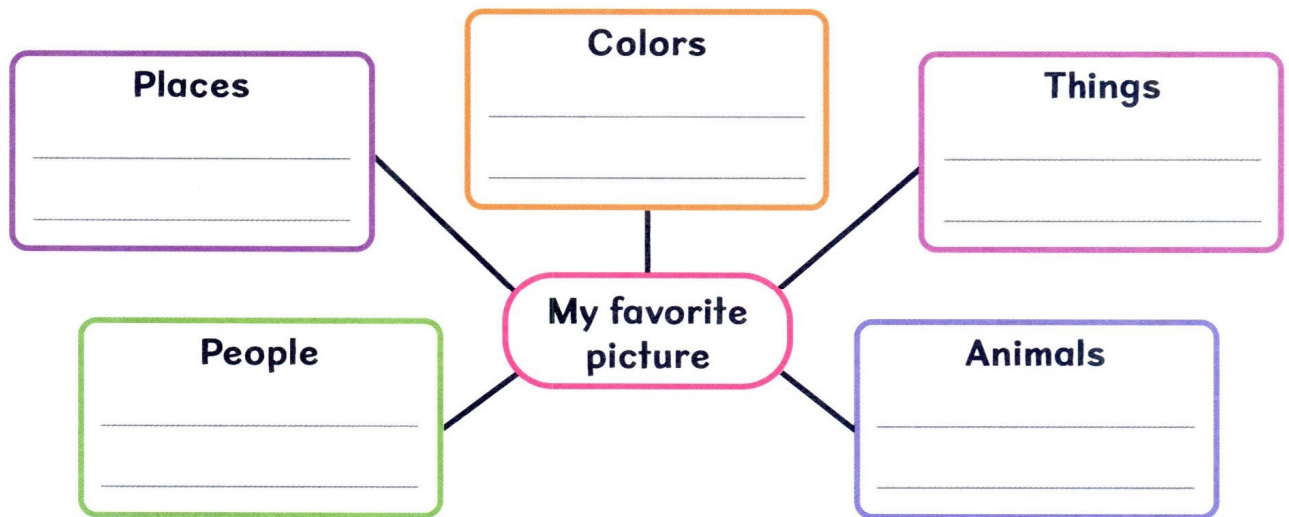
## Think

- D** Think about your favorite pictures. What words describe them? Read and circle.

pretty great amazing lovely colorful scary cool funny

## Plan

- E** Choose one of your favorite pictures. Think about it. What can you see in it? Complete the word web.



## **F** Writing Focus Capital Letters and Periods in Sentences

The first letter of the first word in a sentence is a **capital letter**.

We end a sentence with a **period**.

**T**hese are my favorite pictures.

Write these sentences correctly.

1 it's a great picture

It's a great picture.

2 this is a picture of the ocean

\_\_\_\_\_



## Write Your First Draft

- G** Now write about your favorite picture. Use your work in **D**, **E**, and **F** to help you. Draw or glue a picture.

I'm \_\_\_\_\_. This is my favorite picture.

This is a picture of \_\_\_\_\_

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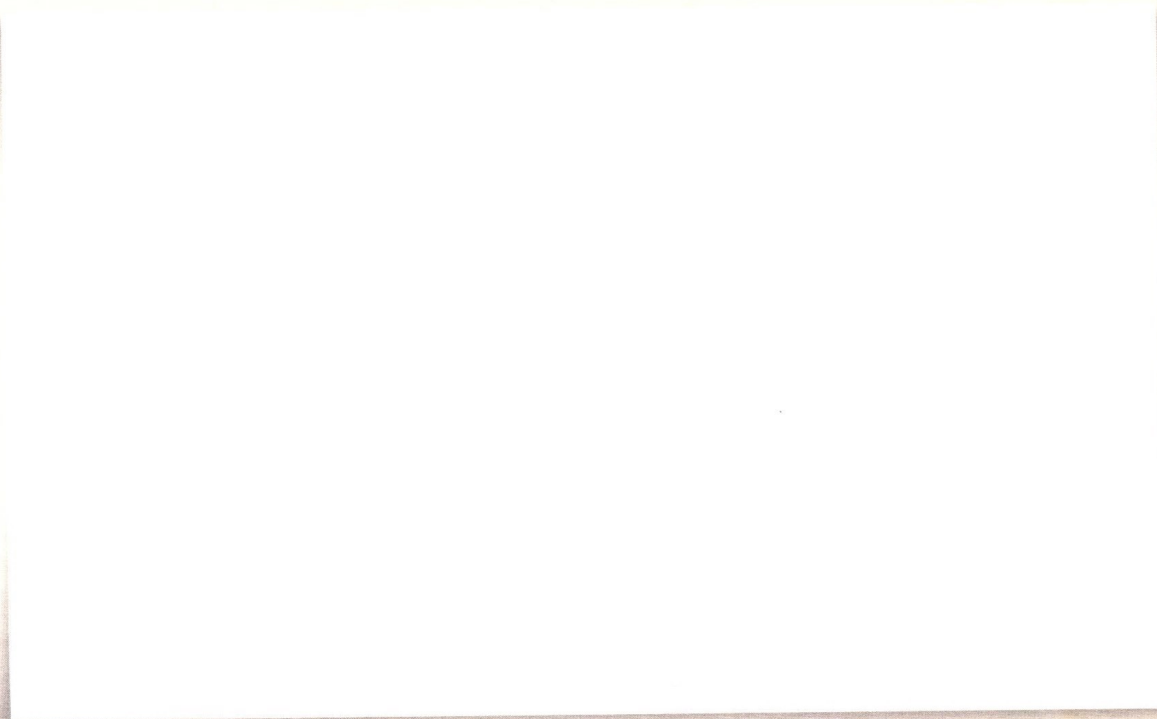
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---

It's a \_\_\_\_\_ picture.





## Edit

- H** Read your writing and check.

Check your spelling. Circle any mistakes.



- I** Read and check (✓) or cross (X).

☐

Did you describe your favorite picture?

☐

Did you use a capital letter for the first letter of each sentence?

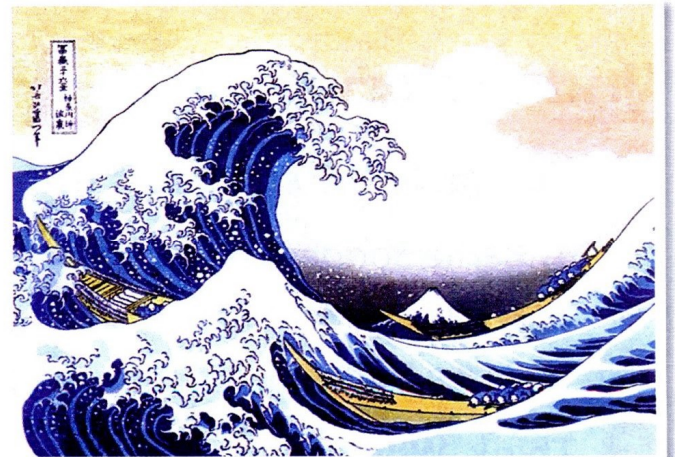
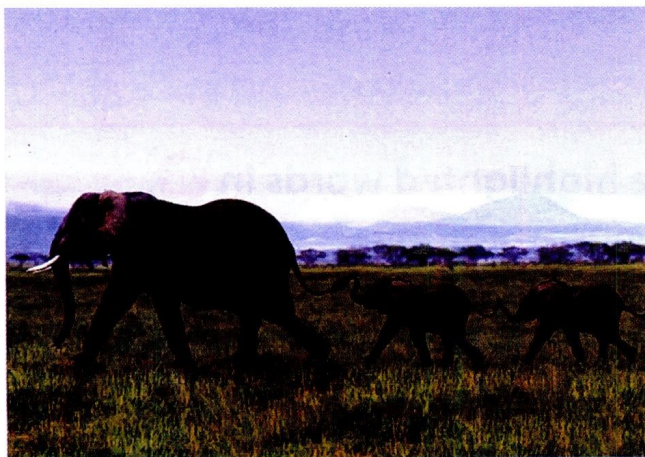
☐

Did you use a period at the end of each sentence?



## Write Your Final Draft

- J** Correct your mistakes. Now write your text again in your notebook. Draw or glue a picture. Work in small groups. Read out your writing and show your picture. Tell your group your favorite thing about your picture.





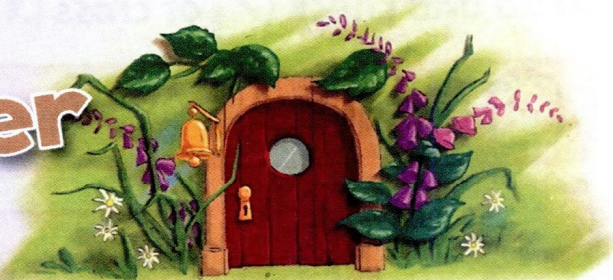
## Read

- A** Look at the pictures. Is this house messy or neat? Now read.



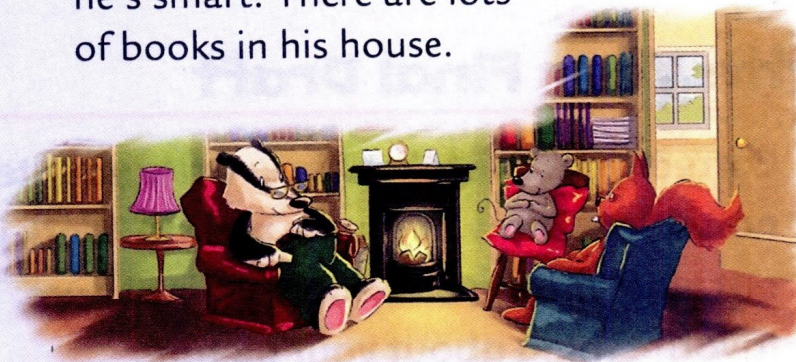
## Bertie Badger

Bertie Badger lives in the woods.



Bertie is shy.  
He doesn't like big parties, but he likes talking with one or two friends. He isn't very cheerful, but he is very **kind**.

Bertie is very **neat**.  
His home is always clean and it's never messy.  
Bertie is **hard-working** and he's smart. There are lots of books in his house.



## Understand

- B** Complete the sentences with the highlighted words in **A**.

- 1 Bertie Badger isn't lazy. He's very hard-working.
- 2 Bertie Badger's house isn't messy. Bertie is very \_\_\_\_\_.
- 3 Bertie Badger isn't mean. He's very \_\_\_\_\_.

- C** Think. Which words describe your personality?



## Think

- D** Think about your favorite characters from books or movies. Where do they live? Make a list.

Character	Home

## **E** Writing Focus Using Adjectives

We use **adjectives** to describe characters and things in stories.

Bertie is very **neat**.

## Plan

- F** Choose one of the characters from your list in **D**. Think. Which words describe your character's personality? Can you describe his / her home? Write in the chart. Remember to use adjectives.

Character: _____	
Personality	Home
_____	_____
_____	_____
_____	_____
_____	_____



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## Edit

**H** Read your writing and check.

Check your spelling. Circle any mistakes.



Check your verb *be* (*is / 's / isn't*). Circle any mistakes.



**I** Read and check (✓) or cross (X).

☐

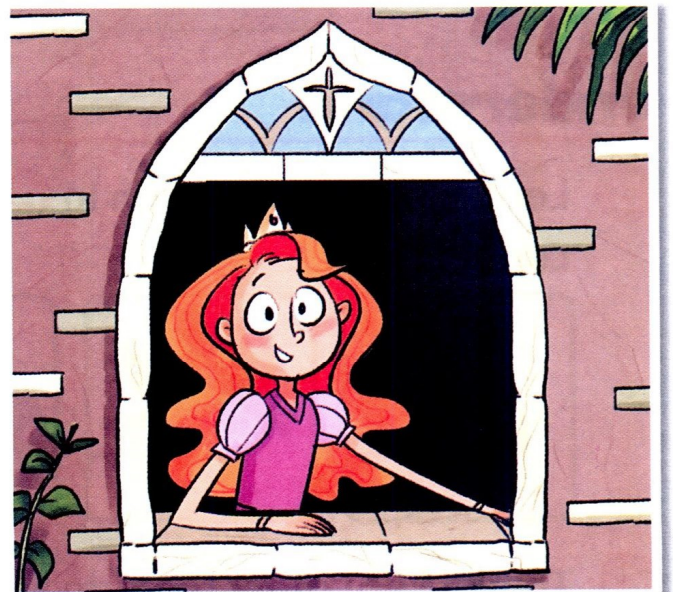
Did you follow your writing plan?

☐

Did you use adjectives to describe a character and a place?

## Write Your Final Draft

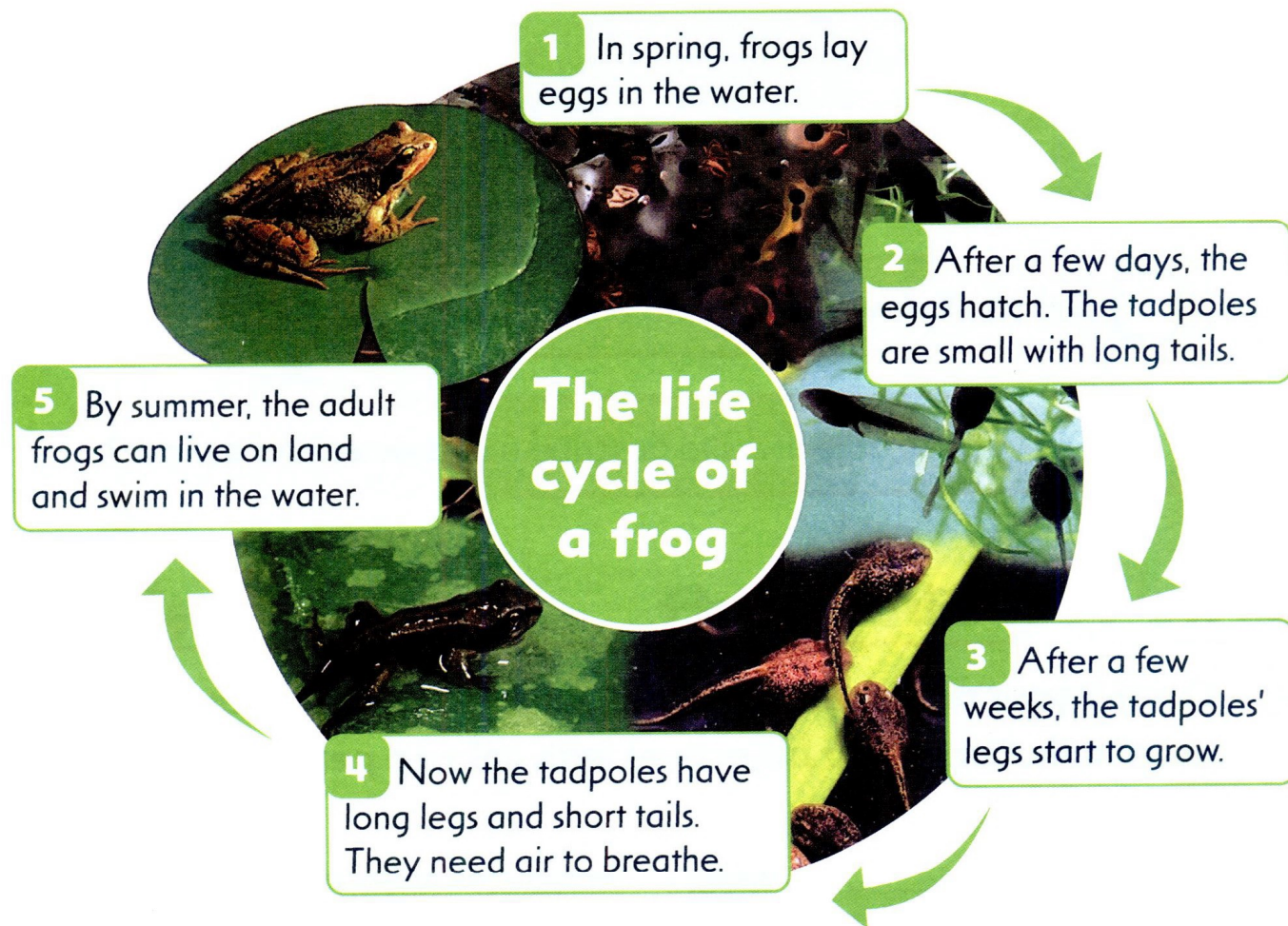
**J** Correct your mistakes. Now write your text again in your notebook. Circle your adjectives with colored pens. Draw or glue a picture.





## Read

**A** Look at the pictures. What is the text about? Now read.



## Understand

**B** Look at the information in **A**. Number the pictures in the correct order.



**C** Think. What other facts do you know about frogs?



# Think

- D** Think about other animals that you know. Make a list of animals that change a lot in their life cycle.



# Plan

- E** Choose an animal from your list in **D**. Read the questions and write your answers in the flowchart.

- 1 How does the animal start its life?
- 2 What does it look like when it is a baby?
- 3 How does it change?
- 4 What does it look like when it is an adult?

The life cycle of a \_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

## **F** Writing Focus Writing Captions

When we write about steps in a sequence, we write **captions**. A caption is a short piece of text, usually under a picture. Each caption describes one step in the sequence.

Which is the correct caption for this photo? Check (✓).

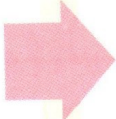




- ☐ Baby dragonflies don't have wings.
- ☐ Dragonflies lay eggs in the water.
- ☐ Adult dragonflies can fly.



## Write Your First Draft

- G** Now write about the life cycle of your animal. Use your work in **E** and **F** to help you. Draw or glue pictures.

<p><b>1</b></p>	<p><b>2</b></p>
	
<p><b>4</b></p>	<p><b>3</b></p>
	
	



## Edit

- H** Read your writing and check.

Check your spelling. Circle any mistakes.



Check your capital letters. Circle any mistakes.



- I** Read and check (✓) or cross (X).

☐

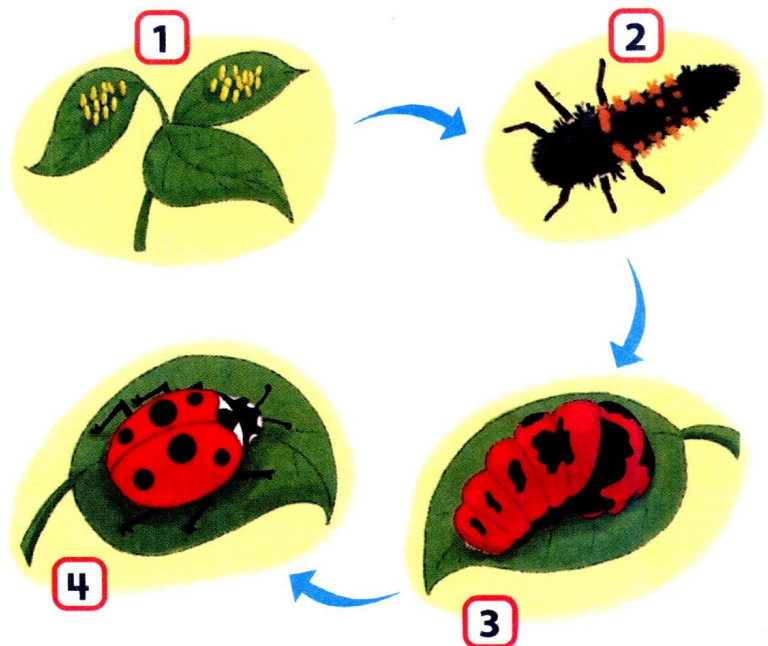
Did you write the steps in the correct order?

☐

Did your captions describe the steps?

## Write Your Final Draft

- J** Correct your mistakes.  
Now write your text again on a big piece of paper. Draw or glue pictures. Read your writing to the class. Then talk about your animals. How long does it take the animals to become adults?



The life cycle of a ladybug



## Read

**A** Read the text and look at the pictures. Is this a story or a diary?

# Maria's Vacation

Maria is very excited. She's looking forward to her vacation.



When there are **three days** to go, Maria buys a new sunhat, a bucket, and a shovel.

When there are **two days** to go, Maria finds her camera and her sunglasses.



When there is **one day** to go, Maria packs her suitcase.



It's Saturday! Maria goes on vacation! She feels very happy.



## Understand

**B** Complete the sentences with the highlighted words in **A**.

- 1 Maria finds her camera two days before her vacation.
- 2 She packs her suitcase \_\_\_\_\_ before her vacation.
- 3 She buys a bucket \_\_\_\_\_ before her vacation.

**C** Think about the story. How does Maria feel?



## Think

- D** Think about events that you look forward to. Make a list.

---

---

---

---



## Plan

- E** Choose one of the events from your list in **D**.  
What do you do before it? Complete the timeline.

Three days to go	Two days to go	One day to go	Event
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>	<hr/>

## **F** Writing Focus Parts of a Story

When we write a story, we always write a **title**.

Then we write a **beginning**, a **middle**, and an **ending**.

**Beginning:** Who are the characters? How do they feel?

**Middle:** What happens?

**Ending:** What happens in the end? How do the characters feel?

Look at Maria's story again. Which parts are the title, the beginning, the middle, and the ending?



## Write Your First Draft

- G** Now write a story about your exciting event. Invent a character for your story. Use your work in **E** and **F** to help you. Draw or glue pictures.

When there are three days to go,

When there are

When

It's



## Edit

- H** Read your writing and check.

Check your capital letters. Circle any mistakes.



Check your periods. Circle any mistakes.

- I** Read and check (✓) or cross (X).

☐

Did you give your story a title?

☐

Does your story have a beginning, a middle, and an ending?

## Write Your Final Draft

- J** Correct your mistakes. Now write your story again in your notebook. Draw or glue pictures. Work in pairs. Read out your stories slowly. Then think. Can you remember your partner's story? Tell it to your partner.







# Write an emergency services poster



## Read

**A** Look at the poster. What is the number 911 for? Now read.

**911**

In the US, dial 911 for the police, fire department, or ambulance service.

- In an emergency, dial 911 from your phone.
- Tell the operator which service you need and what the emergency is.
- Tell the operator where you are.
- Give your name.
- Don't panic. Answer the operator's questions.

**Remember!**  
An emergency is a fire, an accident, or a crime.

## Understand

**B** Imagine you see a fire. What do you do? Number the sentences in the correct order.

- |   |   |
|---|---|
| <input type="checkbox"/> Give your name.        | <input type="checkbox"/> Ask for the fire department.     |
| <input checked="" type="checkbox"/> 1 Dial 911. | <input type="checkbox"/> Answer the operator's questions. |
| <input type="checkbox"/> Say where you are.     |   |

**C** Think. Where can you see an emergency services poster?



## Think

- D** Think about the different emergency services in your country. Which service can help in these emergencies? What is the number you must dial? Write.

- |                |       |             |
|----------------|-------|-------------|
| 1 A fire:      | _____ | Dial: _____ |
| 2 An accident: | _____ | Dial: _____ |
| 3 A crime:     | _____ | Dial: _____ |

## Plan

- E** Choose an emergency from **D**. Complete the flowchart. Use the poster in **A** to help you.

When there is \_\_\_\_\_, dial \_\_\_\_\_.

Ask for the \_\_\_\_\_.

Tell the operator \_\_\_\_\_  
and \_\_\_\_\_.

Don't \_\_\_\_\_. Answer \_\_\_\_\_.

## **F** Writing Focus Using Imperatives for Instructions

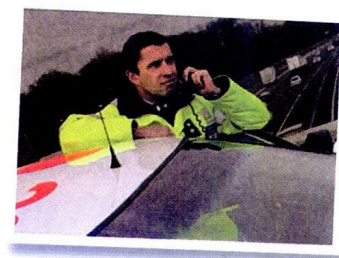
When we write **instructions**, we use **imperative verbs**.

**Dial 911. Don't panic.**

We are careful to write the instructions in the correct order.

Read the sentences and circle the imperative verbs.

- 1 In the UK, dial 999 when you see a crime.
- 2 Tell the operator your name.
- 3 Ask for the police.





## Write Your First Draft

- G** Now write a poster for one of the emergency services in your country. Write the telephone number at the top of the poster. Use your work in **E** and **F** to help you. Draw or glue a picture.

In \_\_\_\_\_, dial \_\_\_\_\_ for the

Ask for the \_\_\_\_\_

Tell the operator \_\_\_\_\_



## Edit

**H** Read your writing and check.

Check your spelling. Circle any mistakes.



Check your periods. Circle any mistakes.



**I** Read and check (✓) or cross (X).

☐

Did you follow your writing plan?

☐

Did you use imperative verbs for instructions?

☐

Did you write your instructions in the correct order?

## Write Your Final Draft

**J** Correct your mistakes. Now write your text again on a big piece of paper. Draw or glue a picture. In small groups, compare your posters. Do your posters have the same information? What's different about your posters?





## Read

**A** Look at the labels. What is the text about? Now read.

**MY DREAM HOME**



house  
garden



fireplace  
sofa

My dream home is a **traditional** house in the country. It has a big **garden** with lots of flowers. There's a fireplace and a sofa in the living room. It's very cozy and **peaceful**.

Mateo, 7



apartment  
balcony



walls  
furniture

My dream home is a **modern** apartment in a busy city. It has a **balcony**. There are white walls and there's interesting furniture. It's a very **comfortable** home.

Camila, 7

## Understand

**B** Complete the chart with the highlighted words in **A**.

Mateo's dream home	<u>traditional</u>	_____	_____
Camila's dream home	_____	_____	_____

**C** Think about Mateo and Camila's dream homes. Which home do you like best? Why?



## Think

- D** Think about different types of houses and places you would like to live in. Make a list.




---



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## Plan

- E** Choose your dream home from your list in **D**.  
Read the questions and write your answers in the chart.

- 1 What kind of home is it?
- 2 Where is it?
- 3 What can you see outside?
- 4 What can you see inside?
- 5 What adjectives describe it?

1 _____			
2 Where	3 Outside	4 Inside	5 Describe it
_____	_____	_____	_____
_____	_____	_____	_____

## **F** Writing Focus Labeling Pictures

We can use **labels** to show the important parts of a picture.

Write the correct labels for the picture.

house  
garden  
pool

house





# Write Your First Draft

- G** Now write about your dream home. Use your work in **E** and **F** to help you. Draw or glue a picture. Then label it.

## My Dream Home

My dream home is \_\_\_\_\_.

It has \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Edit

**H** Read your writing and check.

Check your capital letters. Circle any mistakes.



Check your periods. Circle any mistakes.

**I** Read and check (✓) or cross (X).

☐

Did you follow your writing plan?

☐

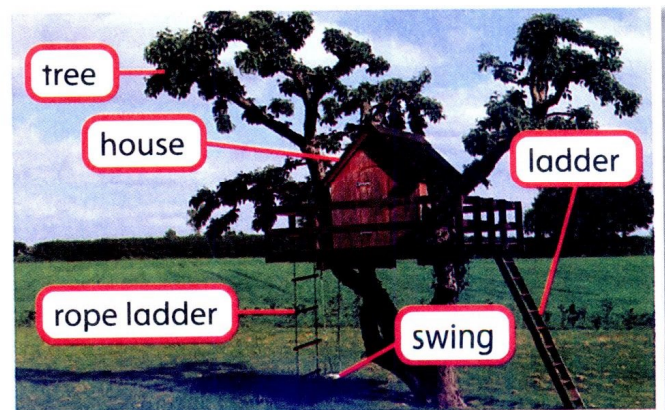
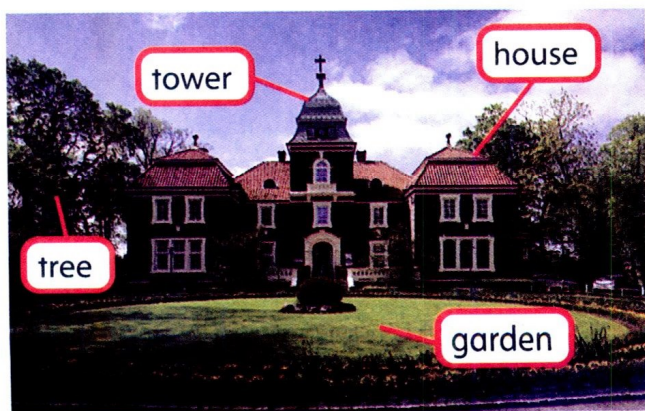
Did you use adjectives to describe places?

☐

Did you label the important parts of your picture?

## Write Your Final Draft

**J** Correct your mistakes. Now write your text again on a big piece of paper. Draw or glue a picture. Then label it. Work in pairs and read out your writing. Think. What do you like most about your dream home? Tell your partner.







### Read

- A** Look at the poster. What is it about? Now read.

## BODY PERCUSSION

You don't need a musical instrument to make music.  
You can make music with your body!



You can **pat** your legs.



You can **clap** your hands and you can **click** your fingers.



You can **whistle**, **hum**, or make sounds with your voice.

Put these sounds together and you can make music.  
Try it with your friends!

### Understand

- B** What can you do with your body? Write a word for each picture. Use the highlighted words in **A**.



1 hum      3 \_\_\_\_\_      5 \_\_\_\_\_      7 \_\_\_\_\_  
 2 \_\_\_\_\_      4 \_\_\_\_\_      6 \_\_\_\_\_

- C** Think. Why do people like making music?



## Think

- D** Think about the different sounds *you* can make. Make a list.

---



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## Plan

- E** Choose some sounds from your list in **D**. Complete the chart.

Sound	Body part

## **F** Writing Focus Main Idea and Details

When we write an informational text, we write the **main idea**. The main idea tells us what the text is about.

**You can make lots of sounds with your body.**

Then we write **detail sentences** about the main idea.

**You can clap your hands. You can stomp your feet.**

Read the sentences. Write *M* for the main idea and *D* for the detail sentences.

- D   You can click your fingers.
- You can make different sounds with your hands.
- You can clap.



## Write Your First Draft

**G** Now write about the sounds you can make. Use your work in **E** and **F** to help you. Draw or glue pictures.

## The Sounds I Can Make

I can \_\_\_\_\_.

\_\_\_\_\_ . I can make music

[illegible]



## Edit

**H** Read your writing and check.

Check your spelling. Circle any mistakes.



Check your capital letters. Circle any mistakes.



**I** Read and check (✓) or cross (X).

☐

Did you follow your writing plan?

☐

Did you write the main idea first?

☐

Did you write detail sentences about the main idea?



## Write Your Final Draft

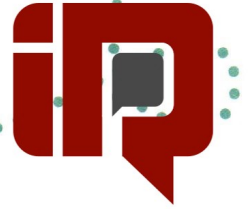
**J** Correct your mistakes. Now write your text again in your notebook. Draw or glue pictures. Work in pairs. Read out your writing slowly. As you read, your partner can make the sounds!







# Write a story about your favorite toy

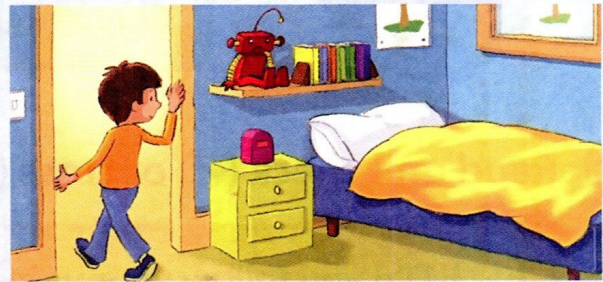


## Read

- A** Look at the pictures. What happens in the story? Now read.

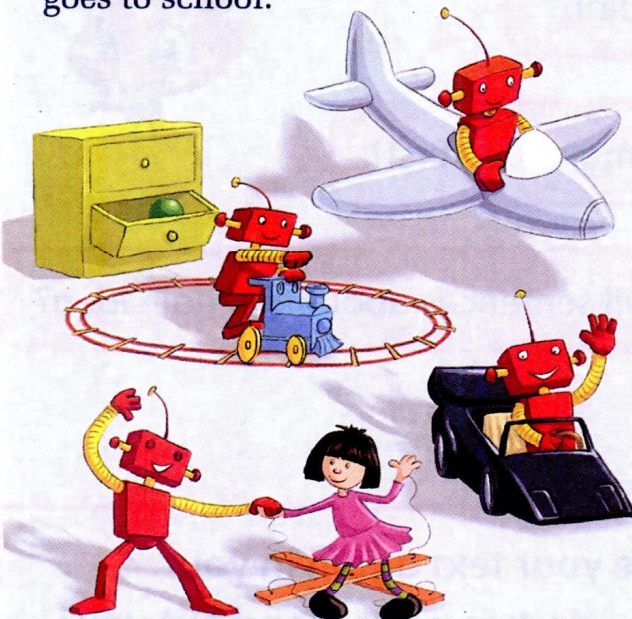
### Riki the Robot

It's Monday morning. Riki the robot wants to play. But Ferdi goes to school.



The toys are alone. Riki becomes alive! He rides on the train. He flies in the plane. He drives the cars. He dances with the puppet.

Ferdi comes home. The toys are on the floor. Ferdi is surprised. "What's going on?" Ferdi asks. But Riki doesn't speak.



## Understand

- B** Look at the story in **A**. Number the sentences in the correct order.

☐

Riki plays with the toys.

☐

1 Ferdi goes to school.

☐

Ferdi comes home.

- C** Think about Riki the robot. Can toys really become alive?



## Think

- D** Think about your toys. Make a list.

## Plan

- E** Choose your favorite toy from your list in **D**. Complete the notes.

My favorite toy is a \_\_\_\_\_.

His / Her name is \_\_\_\_\_.

When I'm not at home, I think my toy \_\_\_\_\_.

\_\_\_\_\_.

He / she feels \_\_\_\_\_.

## **F** Writing Focus Parts of a Story

Remember, when we write a story, we write a **beginning**, a **middle**, and an **ending**.

In the **beginning**, we can write:

- who the characters are and how they feel
- when the story takes place **It's Monday morning.**

In the **middle**, we write the events of the story in the correct order.

In the **ending**, we can write:

- what happens in the end **Ferdi comes home.**
- how the characters feel **Ferdi is surprised.**

Look again at the different parts of the story in **A**.  
Do you like the ending to the story?



## Write Your First Draft

- G** Now write a story about your favorite toy. Use your work in **E** and **F** to help you. Draw or glue a picture.

It's \_\_\_\_\_

\_\_\_\_\_

The toys are alone. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ comes home. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## Edit

- H** Read your story and check.

Check your spelling. Circle any mistakes.



Check your simple present verbs. Circle any mistakes.

- I** Read and check (✓) or cross (X).

☐

Did you write who your characters are?

☐

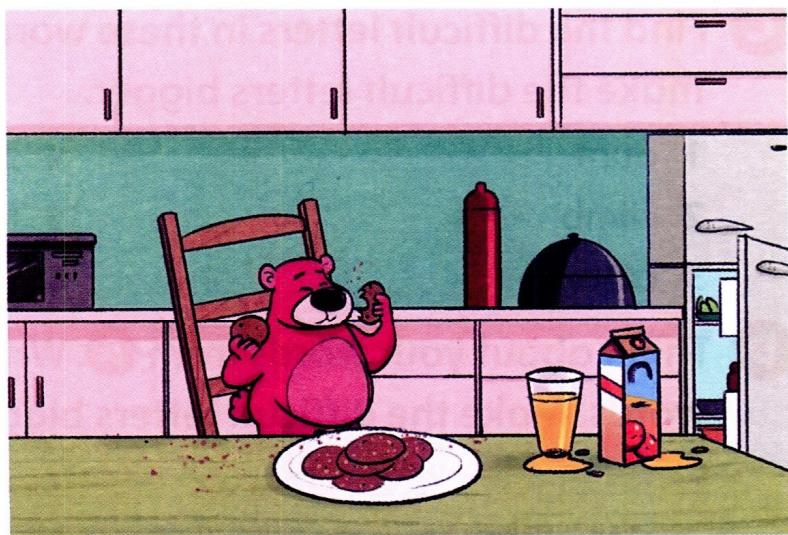
Did you write how your characters feel?

☐

Does your story have a beginning, a middle, and an ending?

## Write Your Final Draft

- J** Correct your mistakes.  
Now write your story again on a piece of paper. Draw or glue a picture. Read your story to the class. Then put your stories together to make a class story book.





## 1 Keep a Spelling Log

**A** What words are difficult to spell? Tell the class.

### B Spelling Strategy

To help us remember difficult words, we can make the difficult letters in each word bigger.

1 Look at the word. Find the difficult letters.

2 Write the word in your spelling log.

Make the difficult letters bigger.

You can use a different color for the difficult letters.

3 Say the words in your spelling log. You can say the difficult letters louder.

4 Practice writing the words in your spelling log.

ele**PH**ant

ele**PH**ant  
e - l - e - **P** - **H** - a - n - t

elephant

**C** Find the difficult letters in these words. Write the words and make the difficult letters bigger.

1 aunt \_\_\_\_\_

4 tortoise \_\_\_\_\_

2 climb \_\_\_\_\_

5 friend \_\_\_\_\_

3 cousin \_\_\_\_\_

6 ocean \_\_\_\_\_

**D** Think about your words from **A**. Write four of your difficult words. Make the difficult letters bigger to help you remember.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## 2 a\_e, ay, ai

### A Spelling Focus

Sometimes, words have the same sound, but different spellings.  
The letters **a + consonant + e**, **ay**, and **ai** can sound the same:

cake

birthday

paint

**B** Say the words. Circle the word in each pair that has the sound from **A**.

1 name cat

2 wash rain

3 star play

4 tail car

5 lake glass

6 man say

7 day ask

8 plate talk

9 bread shape

10 apple wait

**C** Write the words from **B** in the correct boxes.

a + consonant + e
name

ay

ai



### 3 Plurals: -s, -es, -ies

#### A Spelling Focus

When we change a word from singular (one) to plural (more than one), we usually change the spelling.

For most words, we add **-s**.      rabbit      rabbits

#### B Write the words as plurals.

1 cat      cats

3 sister      \_\_\_\_\_

2 tree      \_\_\_\_\_

4 book      \_\_\_\_\_

#### C Spelling Focus

When a word ends in **-s, -sh, -ch, or -x**, we add **-es**.

bus      buses

When a word ends in a consonant + **y**, we remove the **y** and add **-ies**.

family      families

#### D Look at the words below. Change them into plurals with -s, -es, or -ies. Then write the words in the correct boxes.

uncle   party   sandwich   brother  
butterfly   brush   story   pen   box

+ s
uncles
_____
_____
_____

+ es
_____
_____
_____
_____

- y + ies
_____
_____
_____
_____





## 4 u\_e, ue, ew, ui, oo

### A Spelling Focus

Sometimes, words have the same sound, but different spellings. The letters **u + consonant + e**, **ue**, **ew**, **ui**, and **oo** can sound the same:

**tube**      **glue**      **new**      **fruit**      **zoo**

**B** Say the words. Circle the word in each pair that has the sound from **A**.

1 run ruler

7 moon mom

2 blue building

8 floor flute

3 few feel

9 juice jump

4 hoop hop

10 room road

5 Sunday Tuesday

11 fun food

6 suitcase sunhat

12 August June

**C** Write the circled words from **B** in the correct boxes.

u + consonant + e
ruler

ue

ew

ui

oo



5

**e, ea, ee, ey, y****A****Spelling Focus**

Sometimes, words have the same sound, but different spellings. The letters **e**, **ea**, **ee**, **ey**, and **y** can sound the same:

**me**    **pea**    **see**    **key**    **happy**

**B**

Say the words. Circle the letter or letters that make the sound from **A**.

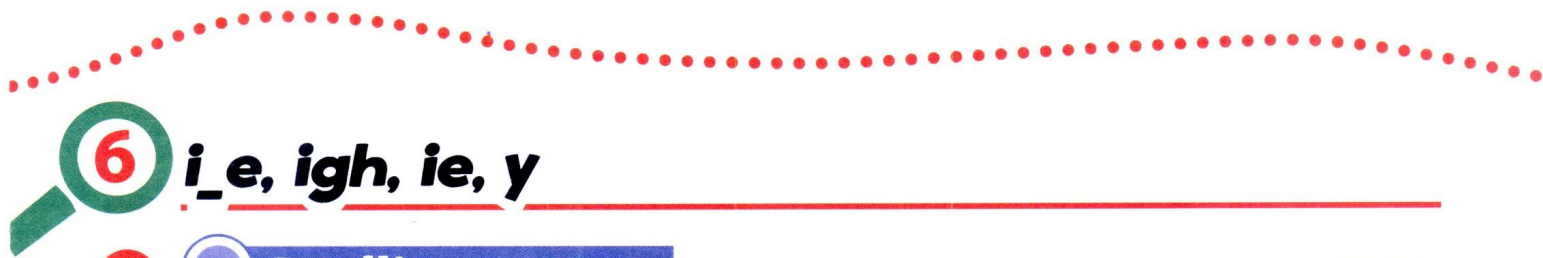
she party speak bee family  
jeans honey read we monkey  
green three be body  
city neat money feet

**C**

Write the words from **B** in the chart.

e	ea	ee	ey	y
she				





# 6 **i\_e, igh, ie, y**

## A Spelling Focus

Sometimes, words have the same sound, but different spellings.  
The letters **i + consonant + e**, **igh**, **ie**, and **y** can sound the same:

**kite**      **night**      **pie**      **fly**

## B Circle the word that does not match.

1      bike                  hide                  crime                  dry

2      pie                  by                  tie                  lie

3      cry                  sky                  bright                  fly

4      why                  high                  light                  right

5      like                  ride                  cries                  nine

## C Write the words from B in the correct boxes.

i + consonant + e
bike

igh

ie

y





## ow, o\_e, oa

### A Spelling Focus

Sometimes, words have the same sound, but different spellings.  
The letters **ow**, **o + consonant + e**, and **oa** can sound the same:

s**now**

ph**one**

co**at**

B Say the words. Circle the letters that make the sound from A.

yellow	boat	goat	grow
home	window	stroke	toad
nose	soap	stone	know
throw	alone	smoke	coast

C Write the words from B in the correct boxes.

ow
yellow

o + consonant + e

oa



## 8

## Double Consonants in Verbs

A

## Spelling Focus

When we write verbs in the present continuous, we add **-ing**.

I talk      I'm **talk**ing

When a verb ends with a short vowel and one consonant,  
we double the consonant before adding **-ing**.

I run      I'm **run**ning

B

Check (✓) the verbs that end with a short vowel and one consonant.

1 ☒ skip

4 ☐ wash

7 ☐ sit

2 ☐ swim

5 ☐ win

8 ☐ sing

3 ☐ see

6 ☐ get

9 ☐ tap

C

Look at the endings of the verbs. Think. Do you need to double the consonant before adding **-ing**? Then write the verbs in the present continuous.

1 I clap      I'm clapping.

2 I read      I'm reading.

3 I hum      I'm \_\_\_\_\_.

4 I hit      I'm \_\_\_\_\_.

5 I stand      I'm \_\_\_\_\_.

6 I pat      I'm \_\_\_\_\_.

7 I jump      I'm \_\_\_\_\_.

8 I hop      I'm \_\_\_\_\_.



## 9

## Verb Endings: -s, -es

A

## Spelling Focus

When we want to write present tense verbs for *he*, *she*, or *it* (the third person form), we usually have to change the verb.

For most third person verbs, we add **-s**.

I walk      He walks

B

Write the verbs in the third person form.

1 run      runs

4 come      \_\_\_\_\_

2 sit      \_\_\_\_\_

5 listen      \_\_\_\_\_

3 play      \_\_\_\_\_

6 jump      \_\_\_\_\_

C

## Spelling Focus

When a verb ends in **-s**, **-ch**, **-sh**, **-x**, or **-o**, we add **-es** to make the third person form.

pass      passes

fix      fixes

watch      watches

go      goes

push      pushes

D

Circle the endings from **C** in each verb. Then write the verbs in the third person form.

1 wash      He washes

5 pass      She \_\_\_\_\_

2 miss      She \_\_\_\_\_

6 touch      It \_\_\_\_\_

3 catch      It \_\_\_\_\_

7 brush      He \_\_\_\_\_

4 mix      He \_\_\_\_\_

8 do      She \_\_\_\_\_



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